



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
CHARTER SCHOOLS DIVISION**

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*Director, Charter Schools Division*

January 24, 2020

Monseñor Oscar Romero  
Rene Quon, Executive Administrator  
1157 S. Berendo St.  
Los Angeles, CA 90006

**Distributed Via:**  
Email & U.S. Mail  
**RESPONSE DUE: February 7, 2020**

**SUBJECT: NOTICE TO CURE: IMMEDIATE ACTION REQUIRED**

Monseñor Oscar Romero  
Charter Number – 0931      Loc. Code 8196

Dear Board President Mary Keipp, Executive Director Yvette King-Berg and Executive Administrator Rene Quon:

This Notice to Cure is a follow-up to the Notice issued on October 30, 2018 Monseñor Oscar Romero's suspension data outcomes which show a systemic pattern of concern. Based on the Charter Schools Division's (CSD) most recent review of Monseñor Oscar Romero's 2018-2019 end-of-year student discipline outcomes, concerns persist.

The most recent 2018-2019 end-of-year suspension data indicates that Monseñor Oscar Romero has a 35.1% schoolwide suspension rate which includes 79 in-school suspensions and 84 out-of-school suspensions. In addition, the charter school's data reveals a concerning disproportionate event rate for Students with Disabilities at 19.9%. In consideration that the CSD documented previous concerns, these are particularly disconcerting and noteworthy.

The Charter Schools Division acknowledges the plans for improvement previously submitted by Monseñor Oscar Romero to help to remedy the high numbers of suspension and/or the disproportionate suspending of some student subgroups. Specifically, Monseñor Oscar Romero's recent plans submitted on November 15, 2018 indicated the following:

- A positive Behavior Support System/Alternatives to Suspension plan is in place.
- A committee membership including the Executive Administrator, Coordinator of Operations, Coordinator of Instruction, Coordinator of School Climate and culture, Resource Specialist, and School Social Worker called the Multi-Tiered system of Supports Committee (MTSS) has been created to determine interventions for high-need students and as part of a referral process.
- Restorative Practices and the Socio-emotional Learning Advisory continue to embed socio-emotional learning topics into the daily advisory lessons.
- Student Success and Progress Team (SSPT) continues to host SSPT meetings for students who have high-level academic or behavioral needs.
- Continue Data monitoring practices and teacher/administrator training.
- The YPICS board will continue to monitor the results.

Notwithstanding these plans, the Charter Schools Division continues to engage Monseñor Oscar Romero in dialogue, and through tiered intervention, regarding ongoing issues.

All students should have the right to School-Wide Positive Behavior Interventions and Supports. Before a consequence is given, students must first be supported in learning the skills necessary to correct their behavior and to participate in a positive school climate. The CSD is concerned that the school's data in this area may indicate problems with implementing an effective and productive discipline model that ensures equity for all students and minimizes loss of instruction due to student suspension.

Therefore, the Charter Schools Division expects the Governing Board and the school's leadership to revisit its action plan concerning student discipline in the best interest of students and their learning. A clear and updated plan is important to address these issues. Please take immediate action and provide the following information by **Friday, February 7, 2020**:

- An analysis of why the school's previous plan was unsuccessful in reaching the desired outcomes, and identification of how the school will address this. Please include:
  - In the past two years, identify the staff position(s) who have been responsible for reviewing schoolwide and student-level discipline data and in what frequency.
  - How was the discipline data used to inform staff and implement schoolwide preventative practices? In what ways were the universal positive behavior supports at the school updated/modified?
  - In the 2019-2020 school year, what have been the specific student discipline professional development trainings provided at the school and to whom?

Please submit an updated action plan approved by the school's Board of Directors that addresses how the school will successfully implement the school's discipline policy to be aligned with the principles of the District's Discipline Foundation Policy including, but not limited to, appropriate alternatives to suspension and positive behavior supports to address/prevent student misconduct. The plan should include:

- How Monseñor Oscar Romero's staff will monitor student behavior data to ensure:
  - That equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner;
  - To help to identify the school's needs for prevention programs to mitigate the reoccurrence of incidents; and
  - To inform the school's intervention strategies used to support students in learning the skills necessary to enhance a positive school climate and avoid acts of student misconduct.
- A description of how Monseñor Oscar Romero's Board of Directors will monitor the student discipline concerns noted above to ensure rates of suspension, including disproportionality, show ongoing improvements? Please identify the quantifiable goals set forth by the board to ensure consistency with CSD's Suspension and Expulsion Tiered Intervention Plan.
- The school's system for discussing with its school staff student discipline data, and how the school will identify professional development needs to ensure responsiveness to this Notice. Please describe Monseñor Oscar Romero's the school's committee and/or team of staff members tasked with supporting the school's student discipline practices and what responsibilities they have. Please include the frequency is the team expected to meet, and to whom they will report. In this summary, please provide a list of meeting dates in the next 60 days so CSD may choose to visit and observe the school team's discussion.
- Please provide the CSD with an analysis of the 2019-2020 suspension trends (e.g., morning, lunch period, recess/nutrition, afternoon, afterschool...). The data analysis should be inclusive of in-school (if applicable) and out-of-school suspensions. In

addition, provide a breakdown of the violation categories for in-school (if applicable) and out-of-school suspensions for the year.

- Please describe whether and/or how Monseñor Oscar Romero is seeking the support of LAUSD's Charter Operated Programs in addressing its disproportional Suspension rates surrounding its Students with Disabilities.

If you have any questions or need additional information regarding this Notice, please contact me by email at [b.alvesmonaster@lausd.net](mailto:b.alvesmonaster@lausd.net). Thank you in advance for your attention and collaboration on this important matter.

Respectfully,

Blanca A. Alves-Monaster, Ed.D.  
Specialist

C: Christopher Mendez, Senior Coordinator  
Yvette King-Bert, Executive Director  
Rene Quon, Executive Administrator